The Effect of Using Slow Beat English Songs on the Eight Year Students'
Listening Comprehension Achievement at SMPN 3 Jember in The 2011/2012
Academic Year

Thesis

Composed as One of The Requirements to Obtain S1 Degree at The English
Education Study Program of Language and Arts Education Department of
Teacher Training and Education Faculty of Jember University

By:
FIFING ESPRADINA
070210401113

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents; my father Mat Heri and my mother Poni Rahayu, thanks for your endless love,

2. The only my adorable sister, Wulan Pangestu, thanks for giving me annoying and beautiful days,

3. My sweetheart, Eko Riswanto, thanks for standing next to me in all weather,

4. My extended family in Jember, Banyuwangi, Bondowoso and Bali for everything all of you have given to me,

5. My friends in EREGTUS, thanks for cheerful days, I love you guys.

MOTTO

"With great power comes great responsibility"

"Although time walks, make sure that your dreams run"

(anonymous)

CONSULTANTS APPROVAL

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Training and Education Faculty of Jember University

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In relation to the writing and finishing of this thesis, I would like to express my great appreciation and sincerest gratitude to the following people:

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2. The Head of Language and Arts Education Department
3. The Head of English Education Program.
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5. The Examination Committee and the Lecturers of the English Education Program.
6. The Head Master, the English Teacher, the Students of VIII A, VIII B, VIII D of SMPN 3 Jember that give me permission and help me in conducting this research

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of listening. Any criticism and valuable suggestion would be appreciated.

Jember, Oktober 2011

The Writer

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SUMMARY

The Effect of Using Slow Beat English Songs on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 3 Jember in The 2011/2012 Academic Year; Fifing Espradina, 070210401113; 2011:46; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Listening is one of the language skills that should be mastered by the students in Junior High School. Unfortunately, EFL students still have difficulties in listening comprehension. Further, it makes difficult for them to gain better score for other language skills and components. When a teacher gives listening test to the students, they still make some mistakes mostly in catching what the speaker says. It is caused by unfamiliar English words they have.

One solution to solve this problem is using interesting media appropriate for students named slow beat English songs. Supporting this solution, Davies (2000) suggests that we can use songs to capture students' interest or to reinforce content. Besides through music, children can keep information permanently because normally, children's mind is good in catching information through songs.

Further, an experimental research on listening skill by using songs had been done by Saputri (2003) at SMU PGRI 1 Lumajang in the 2002/2003 academic year. Based on the calculation, the result showed that the value of t-test of the post test was 4,148 while the critical value of t-test with the significant level of 5% and the degree of freedom 88 was 1,980. Since 4.148 was higher than 1.980, therefore the major hypothesis of the research was accepted.

Based on the interview with the English teacher at SMPN 3 Jember it was known that she rarely gave listening practice to the students. Although the school had already had good facilities as it is an RSBI school, but still she rarely used it. It was because she thought that bring them to multimedia room was wasting time. However, when she teaches listening, she speaks orally to the students. So the English teacher had never used slow beat English songs in teaching listening.

The English teacher should apply the appropriate and interesting materials for listening practices to help the students get the messages or the information from the text. Therefore, applying slow beat English songs can be used to help the students to comprehend the listening comprehension since songs can make students feel comfortable with the materials.

This research was an experimental research. The purpose of this research was to know whether or not the use of Slow Beat English Songs has a significant effect on the eighth grade students' listening comprehension achievement at SMPN 3 Jember in the 2011/2012 Academic Year. The area of this research was SMP Negeri 3 Jember. It was chosen purposively because the use of Slow Beat English Songs had never been applied in teaching learning process in this school.

The respondents of this research were the eighth grade students of SMPN 3 Jember in the 2011/2012academic year. The research respondents were determined by cluster random sampling through homogeneity analysis of teacher's score. The total number of the respondents was 57 students that consisted of 29 students of VIII D as the experimental group taught by using Slow Beat English Songs, while the control group consisted of 28 students of VIII B taught by using researcher's voice recording.

The data of this research were collected from the students' scores of listening comprehension test, interview and documentation. The listening comprehension test was taken from the post test to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula in SPSS ver 11.5. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group (71.83 > 66.68).

Based on the computation of the result of the post test's score, the value of the t-test was 6.551, while the degree of freedom was 55. It was consulted with the 5% table of significant level and the critical value of t-test was 1.67. The value of the t-test was higher than the critical value of t-test (6.551>1.67). Consequently, the null hypothesis (Ho) that there was not any significant effect of slow beat English songs on the eight year students' listening comprehension achievement at SMPN 3 Jember in the 2011/2012 academic year was rejected. In

contrast, the alternative hypothesis (Ha) that there was a significant effect of slow beat English songs on the eight year students' listening comprehension achievement at SMPN 3 Jember in the 2011/2012 academic year was accepted. Besides, the degree of effectiveness was 7.72%. It meant that the degree of relative effectiveness of using slow beat English songs in teaching listening comprehension applied to the experimental was 7.72% more effective than teaching listening without using slow beat English songs applied to the control group.